

NEW JERSEY

1999-2000

Guidelines and
Application



BEST

ORIGINAL

PRACTICES

Deadline for Application to County Office:
NOVEMBER 22, 1999

Category	School To Career/Workplace Ready	(Application is limited to one category. See page 3 for details.)
Practice Name	Get A Life (Career Explorations)	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Bergen		
District (Proper Name)	Wallington		School District
District Address	street/p. o. box Jefferson School, Pine Street city Wallington, NJ 07057 zip code		
District Telephone	973-777-4421	Fax 973-614-9391	Email www.wboe.org
Chief School Administrator	Dr. Frank A. Cocchiola, Jr.		
Nominated School #1 (Proper Name)	Wallington Jr. High School		
School Address	234 Main Avenue, Wallington, NJ 07057		
	street/p. o. box city Wallington zip code 07057		
School Telephone	973-777-0808	Fax 973-777-1434	Email pompeo@wboe.org
School Principal	Mr. Joseph Pompeo		
Program Developer(s)	Ms. Mary Jane Kowalczyk		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature

**NEW JERSEY
BEST PRACTICES
1999-2000 APPLICATION**

Application Requirements:

- ◆ **RESPONSES to the information and the statements below must be ANONYMOUS.** No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements.** Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be **keyboarded on 8 ½" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used.** (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages.** Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on **one side of the page.** The information on pages 1 and 2 (if applicable) must be printed or copied on **one side of the page.** Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the **Itemized List of District Applications** form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>Get a Life</u>
<input type="checkbox"/> Elementary School		
<input type="checkbox"/> Middle School		
<input checked="" type="checkbox"/> Junior High School	<u>7-8</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> High School		Number of Districts with Practice <u>1</u>
Other: _____		

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. **(Maximum of 50 lines for response)**
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). **(Maximum of 50 lines for response)**
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. **(Maximum of 60 lines for response)**

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.
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1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

GET A LIFE

The Get a Life program was initiated to develop the concept of career exploration. It was designed to encompass one marking period for all students in grade seven. This was an interdisciplinary concept involving the staff from the English, mathematics, social studies and science departments. The general topic selected was the State of New Jersey. Students investigated the State in terms of its geography, history flag, flower, etc. After the preliminary investigation the students researched a related career. They calculated potential earnings through this career choice and developed a personal budget. Each student was then required to select an area of New Jersey in which to reside. They then researched and reported on that selection. This report included an assessment of environmental issues. Scheduling was arranged so that block scheduling could be utilized when appropriate. This provided double periods for the development of a particular area.

The objectives for the project included:

- a. To promote interdisciplinary activities.
- b. To develop career awareness.
- c. To encourage cooperative learning.
- d. To develop an appreciation of the State of New Jersey.
- e. To develop critical thinking.
- f. To develop organizational skills.
- g. To promote technology-based research.
- h. To increase the use of and student access to the media center.

This program is innovative in that it combines the infusion of the Core Curriculum Content Standards into a project that links these standards to Workplace Readiness for all seventh grade students. It was done in a manner that requires an interdisciplinary approach that promotes an understanding of the relationship between different content areas.

High student achievement is promoted in that students received a grade in each of the departments involved in the project. This enhanced their academic accountability.

The project can easily be replicated. The subject matter can focus on any particular area in the science, social studies, English, math or related arts domain. The block scheduling facilitates the process, but is not a necessary ingredient of its success. Teachers need the opportunity to meet at least once per week to plan activities, access progress and revise instructional strategies.

2. **Describe the educational ;needs of students that the practice addresses and how they were identified. List the Core Curriculum including the Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards.**

It is our belief that all of our students need to develop a better appreciation of the relationship that exists between different subject areas. The cognitive areas do not exist independently. In addition to the individual disciplines the project also addresses needs in the areas of technology, research and development, organizational skills and career exploration. The CCCS that are addressed through this project include:

- a. Standard 1.3 – All students developed a presentation using arts elements and media to culminate this project.
- b. Standard 3.1 – A component of this project required a verbal presentation. Students engaged in conversation and dialogue concerning areas pertinent to the project.

- c. Standard 4.1 – Mathematical problem-posing and problem-solving skills were developed by relating the project to real-life situations.
- d. Standard 4.2 – Cooperative learning settings enhanced the students' confidence in and ability to discuss mathematical concepts.
- e. Standard 4.3 – The project promoted a greater understanding of the relationship between math, other disciplines and everyday life.
- f. Standard 4.10 – The students engaged in activities in which estimation is an appropriate alternative to exact calculation.
- g. Standard 5.1 – The project promoted an understanding of how integrating parts result in a system.
- h. Standard 5.2 – The scientific concepts of problem-solving, decision-making and inquiry were developed through investigation.
- i. Standard 5.12 – Students developed an appreciation of environmental issues.
- j. Standard 6.3 – Historical inquiry promoted informed decision-making and an appreciation of the State of New Jersey.
- k. Standard 6.4 – Students had the opportunity to investigate the history of New Jersey in relation to its present.
- l. Standard 6.6 – The project promoted an appreciation of the economic forces present in New Jersey.
- m. Standard 6.9 – Students studied New Jersey in a geographical context.

The Cross-Content Workplace Readiness Standards involved in the project were:

- a. Standard 1 – Career planning was a primary function of the project.
- b. Standard 2 – The students were required to use technology, research methods, and other related data to organize, summarize and present the project.
- c. Standard 3 – The project involved decision-making, identification of problems, investigation in a problem-solving mode.
- d. Standard 4 – The participants were encouraged to work cooperatively in this project. The expectation was that they would develop an appreciation for teamwork and differing styles and opinions.

3. **Document the assessment measures used to determine the extent to which the objectives of the practice have been met.**

The interdisciplinary nature of the project required that there be a variety of assessment measures.

Social Studies Component – Students were evaluated on the accuracy of their statistical evidence (30%), map construction (40%) and reasoning for choosing to live in a particular area (30%).

Language Arts Component –

Part One – Students were instructed to identify and respond to the following:

- a. Job Title and Family Situation (20%)
- i. Sources used for the entire project (80%)
- j. Extra Credit (5 points) – Include one additional article related to the selected job or family situation.

Part Two – Reaction Paper

This was a paper that included the following (25% for each section):

- a. What did you learn about your life from this project?
- b. Explain your budget. Include how you could improve your situation.
- c. Name and explain three luxuries that you would desire for your family if you could afford them.
- d. Include at least five things that adults do not plan for but may have to pay that are not monthly bills.

Mathematics Component

Each of four sections was worth 25 points.

Section One

- a. Find and cut out an advertisement for the job that they selected.
- b. If the job ad does not have the salary listed, research it to determine the rate of pay (call, go to the library, ask someone in the field, ask parents or see the teacher for assistance).
- c. Submit the ad and salary indicating whether it is based on an hourly, weekly, monthly or annual rate.
- d. From the salary noted determine the monthly, weekly, hourly and annual salary.

Section Two

Create a healthy menu for one week. Include the types and amounts of food for your family.

Section Three

Make a grocery list for the food that you have selected for the week. Go to the grocery store to price each item. Find your total grocery bill.

Section Four

Work with parents for this part. Make a monthly record of all bills.

Science Component

Identify the environmental conditions in the area that was selected to live in. If there are no clear environmental issues identify three that are found in New Jersey. Discuss their potential danger and your recommendations for addressing them.

The combination of these assessments and methods of evaluation clearly measure the objectives of this project.

- To promote interdisciplinary activities.
- To develop career awareness.
- To encourage cooperative learning.
- To develop an appreciation of the State of New Jersey.
- To develop critical thinking.
- To develop organizational skills.
- To promote technology-based research.
- To increase the use of and student access to the media center.